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ABSTRACT

GRADES OR AGES: 1 through 12. SUBJECT MATTER: Safety education. ORGANIZATION AND PHYSICAL APPEARANCE: The spiral-bound guide is divided into sections for grades 1-3, 4-6, 7-8, 9, and 10-12. Sections on first aid for elementary students and for high school students are included. OBJECTIVES AND ACTIVITIES: Objectives are stated for each section in terms of knowledge, attitudes, and practice. Corresponding activities are listed. INSTRUCTIONAL MATERIALS: None listed. STUDENT ASSESSMENT: Evaluative procedures and methods are included for each section. OPTIONS: None indicated. (HMD)

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SAFETY EDUCATION CURRICULUM PROGRAM

Carlee S. Lowry, Education Specialist (Safety)

FORWORD

This safety education curriculum has been prepared as a simplified guide in procedures for teachers to use in teaching safety education in grades 1 thru 12. The procedure for using this curriculum is not complicated but is essential that all teachers be responsible for teaching safety education in their schools and in such cases this curriculum should be helpful.

It is my own belief that a safety education program is the most effective, long range means of reducing school accidents. Such instruction taught in all the Bureau schools of the nation has the added advantage of reaching practically all future students.

As one interested in safety education for many years, it is my sincere hope that every Bureau school will participate in regular and systematic units in safety education. Only in such a manner can we rear a new generation of safety-minded people who are safety conscious.

Safety education is functional education at its best. The business of schools is to make successes not failures. This principle has never been, and I venture to say, never will be more true than when applied to the task of teaching safety to students. In our complex world society, students must be taught safe habits and practices. Through quality safety education units, students learn self-discipline, self-guidance and self-protection. They develop social consciousness and concern for the rights and safety of others. This life-centered learning is not an end in itself; rather it is a means to that greater end, a good safe life.

Two practical outcomes of safety education have special appeal to me -- the safeguarding of life and the development of self-reliance as part of their school education. Students need to develop the skills and attitudes that will make them self-reliant, responsible citizens of the world in which they live.

It is my hope that all Bureau schools will find use for this safety education curriculum in the manner for which it was intended.

After this material has been used, this office would appreciate receiving reactions to this safety education curriculum so that it may be revised in the light of experience and comments from all schools.

Carlee S. Lowry
Education Specialist (Safety)

BUREAU OF INDIAN AFFAIRS
INDIAN EDUCATION RESOURCES CENTER

Ten Commandments of Safety

For Supervisors

Your job in management places you in a unique position of trust. Not only does the Bureau of Indian Affairs rely on you, as the direct representative of management, to apply its policies wisely and fairly; also entrusted to you is the obligation to safeguard the well-being of the employees as well as students in your charge. No responsibility transcends this in importance. In this respect your job is akin to the "Stewardship" of Bibical days: As a supervisor, you are indeed your brother's keeper.

On-the-job accidents represent a serious threat to the physical well-being of both your employees and students. Their prevention calls for your constant vigilance. Therefore, if you would guide your students and employees safely through their daily task, be yourself guided by these precepts:

1. You are a supervisor and thus, in a sense, have two families. Care for your students in school and your employees at work as you would care for your people at home. Be sure each of your students and each of your employees understands and accepts their personal responsibility for safety.

2. Know the rules of safety that apply to the work you supervise. Never let it be said that one of your students or employees was injured because you were not aware of the precautions required by the student in school or the employee or teacher on their job.

3. Anticipate the risks that may arise from changes in equipment or methods. Make use of the expert safety advice that is available to help you guard against such new hazards.

4. Encourage both your students and employees to discuss with you the hazards of their task. No job or task should proceed where a question of safety remains unanswered. When you are receptive to the ideas of both employees and students, you tap a source of first-hand knowledge that will help you prevent needless loss and patience.

5. Instruct both students and employees to develop adequate and appropriate safety programs for their own school.

6. Follow your instructions. Be positive that all employees and students utilize the safeguards provided for them. If necessary, enforce safety rules by disciplinary action. Do not fail the Bureau of Indian Affairs, which has sanctioned these rules.

7. Set a good example. Demonstrate safety in your own work habits and personal conduct. Do not appear as a hypocrite in the eyes of both your students and employees.

8. Investigate and analyze every accident--however slight--that befalls any of your student and employee safety. Your dedicated purpose is to keep both students and employees fully able, in school, on the job, and to cut down the heavy personal toll of accidents.

9. Cooperate fully with those in the organization who are actively concerned with both students and employee safety. Your dedicated purpose is to keep both students and employees fully able and in school and on the job and to cut down the heavy personal toll of accidents.

10. Remember: Not only does accident prevention reduce human suffering and loss, from the practical viewpoint, it is just good business. Safety, therefore, is one of your prime obligations as a Supervisor to the Bureau of Indian Affairs, your fellow employees, teachers and students.

NOTE: By leading both students and teacher employees into "THINKING SAFETY" as well as working and going to school safely day by day, you will win their loyal support and cooperation. More than that, you will gain in personal stature.

GOOD EMPLOYEES DO GOOD SAFETY WORK FOR A GOOD CAUSE

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BUREAU OF INDIAN AFFAIRS

SAFETY OBJECTIVES

FOR SCHOOL

(Published 1973)

1. To promote good safety habits of all school children and youth in school, home, church and community.

2. To raise the safety standards of school life.

3. To secure adequate safety habits for care and protection of school children and youth.

4. To establish cooperation between the home and school so that parents and teachers can cooperate intelligently in safety education for children and youth.

5. To develop between educators and the community a united effort that will secure for all school children and youth the highest advantage in safety education.

6. To teach all school children how to live safely through knowledge gained from effective safety educational courses.

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SAFETY EDUCATION

The safety education program in the schools should aim to develop safety knowledge, habits, attitudes and skills in order to eliminate, as far as possible, the dangers of accidental death or injury to children, to educate the adults of the future as to their responsibilities for the safety of the individual and the community, and to give each individual freedom to enjoy the adventures of life in a relatively safe condition and manner. To achieve this aim, each individual should accept his share of the responsibility for his own safety, for that of his family and for his community. This involves not only learning safety practices but also giving attention to safe surroundings and safe practices at all times and in all activities not just at school or at work.

Safety instruction and guidance should help boys and girls carry on their everyday experiences in a relatively safe manner, thereby increasing their chances of living a full and adventuresome life. There are elements of risk in practically every phase of modern living. These, however, should be minimized as much as possible. When the risk in an activity is out of proportion to its inherent value, the activity should be avoided.

Safety teaching should take into consideration the fact that many safety problems are too big for the individual to solve, and for that reason such problems become a responsibility of the community.

THE PROBLEM

Vital statistics show that the accident problem is a big one. It is the leading cause of death in the 1-24 age group and ranks with the ten leading causes of death in all other age groups. When the great number of temporary and permanent injuries, loss of time from work, property damages, and other results are included, the problem then becomes even greater. In the school-age group in North Carolina, motor vehicle accidents rank No. 1 among the leading causes of death with "all other accidents" ranking as the No. 2 cause of death.[1]

Although the accident problem still is a major one, accidental death rates have declined substantially for the elementary school age child. In fact, the rate now is about one-half of what it was in the 1960's. However, the same progress cannot be found in the high school age group. The death rates for the high school age group are about the same as they were in the 1960's and about twice as high as those of the elementary age group.[2] One of the reasons for the decline in the rates in the elementary school is the increased emphasis on teaching safety practices in the elementary schools.

The effect of safety education and safety protection can be clearly seen in certain industries which can show a very definite trend downward in the death rates from accidents after instituting safety education programs for their employees.

There are one or more causes for every accident. Most accidents can be prevented; some of them by removing environmental hazards while others can be prevented by the development of good safety knowledge, attitudes, and practices.

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1 Annual Report of the Public Health Statistics Section Part 2: Live Births, Still Births, Deaths and Population, 1969. North Carolina State Board of Health, Raleigh.

2 Adapted from Accident Facts, National Safety Council, 425 N. Michigan Avenue, Chicago, Illinois.

THE SCHOOL'S RESPONSIBILITY FOR SAFETY AND SAFETY EDUCATION

Specific duties and responsibilities in the safety education program may be stated as follows:

1. To provide opportunities for boys and girls to acquire knowledge, establish desirable attitudes and appreciation, to develop habits and skills, and to apply these in such a way that will lead to intelligent, safe living.

2. To provide safe and efficient school plant and school transportation facilities.

3. To see that school bus drivers get adequate safety instruction, as well as the required medical examination.

4. To consider the safety factor in all phases of the total school program.

Instruction in safety is usually considered as an area of health instruction and should receive emphasis in relation to the needs of the boys and girls and the local community. Safety may be taught as a special unit at times, but must be considered by all teachers as a part of all phases of the program.

A complete and well-rounded program of safety education must recognize the importance of safety in every phase of activity in which there are hazards, including the following:

1. Travel safety
2. Home and farm safety
3. School safety
4. Work safety
5. Safety in recreation and sports
6. Fire prevention and protection
7. First aid (See section on "First Aid")

Driver education should be offered about the time students reach legal driving age.

Listed below are suggested Outcomes and Activities which the teacher may use in planning and carrying on the safety education program to help the needs of the boys and girls. As in all areas of learning, it is important for the teacher to consider the previous experiences of boys and girls and those experiences planned for them in the future to prevent omission or too much duplication.

GRADES 1 - 3

I. Desired Outcomes in Terms of Knowledge, Attitudes and Practices:

1. To understand that safety rules and regulations are necessary.

2. To know "friends" or community citizens who help keep us safe, including parent, policeman, bus driver, teacher, physician, janitor, safety patrolman and fireman.

3. Recognize hazardous conditions and places to avoid when playing.

4. Know how and where to walk and play safely.

5. To know how to safely use play equipment, including tricycles, scooters, pedal cars, skates, etc.

6. To know how to care for and store toys and play equipment in designated places.

7. To understand and appreciate traffic signals, warning signs,etc.

8. To know how to use permanent play equipment in recreation areas, such as the jungle gym, horizontal bars, etc.

9. To know and practice safe procedures in school corridors, at drinking fountains, in toilets, on stairways, on the playground, and to understand the importance of taking turns in these places.

10. Know rules for water safety, in accordance with his needs, including swimming, boating and fishing.

11. To know and understand that matches, lighted candles, etc., are to be handled only under the supervision of an adult. (See section of "First Aid")

12. To know and practice safe ways of getting on, riding and getting off school buses or public conveyances.

13. To understand that the weather affects safety.

14. Use good safety practices with pets and other animals.

15. Know how to handle sharp edged and sharp pointed instruments.

16. To know how to handle correctly objects he works with; for example, lifting, carrying, or moving objects, such as chair.

II. *Suggested Experiences and Activities:*

1. *Discuss some of the safety rules necessary at school and in going to and from school.*

2. *Use the traffic signals and lights near the school or make traffic signals and lights for use in learning to identify them and their meaning. (This may be applicable only in first grade or beginning of second grade.) Talk about other highway signs.*

3. *While school bus is parked on school grounds, practice getting on and off bus, being seated in relation to the location they live on the route, getting off the bus and crossing the road or street after leaving the bus. Discuss getting in and out of a car or their vehicle only when it is not moving. Learn the importance of leaving car door closed when car is moving.*

4. *Learn the fire drill signals. First grade should practice fire drills several times before a fire drill for the entire school is expected to occur.*

5. *Talk about some of the people who help us live safely. One or more of these may visit with pupils and explain some of the safety practices. For example, the policeman, who directs traffic may meet the class at the street corner crossing and show them how and when to cross the street. The bus driver may show the boys and girls where to wait for the bus, the way to take their seats, how to act while on the bus, how to get off the bus, and how to cross the street or road.*

6. *Discuss the safe places to walk around the school property and on the way to and from school. Take a walk along one or more of these places to learn where they are and how to walk along them. This may be done during a field trip.*

7. *Visit the places on the school ground where boys and girls of this group will be expected to play. Talk about the reasons these pupils will play in these areas.*

8. *Read stories and talk about safe places to play at home or in the neighborhood and places not safe, such as the street, railroad, highway, near the stove, near unprotected water, in pastures with animals, etc.*

9. Practice safety in all games and sports, including use of balls, bats, jump ropes, tumbling mats, etc.

10. Arrange for some pupils to bring tricylces, scooters or other play equipment to school. Have demonstrations of how to use these in a safe manner.

11. Learn to put toys and other play things in their proper places at school after every use. During discussion period, talk about how to put toys away at home to keep others from falling over them.

12. If slides, swings or other types of permanent equipment are to be used by pupils, learn how to play on them safely by receiving instruction and demonstrations, from the teacher, in accordance with their needs.

13. Discuss and demonstrate safe practices at the drinking fountain, in the toilet room, in the lunchroom, in the halls, etc.

14. Discuss water safety, including swimming practices, places to swim, times to swim, with whom to go, etc. Discuss also fishing and boating.

15. Read and tell stories, give demonstrations, and discuss safety practices while walking in the rain or when sleet is on the ground, while carrying an umbrella, when wearing boots or galoshes, etc.

16. Discuss pets and how to handle them or play safely with them. Some pets may be brought into the classroom for observation and demonstration. Talk about the importance of avoiding stray dogs or other strange animals.

17. Demonstrate the handling of sharp objects, such as scissors or knives. Practice passing these objects from one person to another in a safe manner, with the handle toward the person to receive them.

18. Practice taking turns at the drinking fountain, in the lunchroom,etc.

19. Practice taking good housekeeping in the school.

20. Have demonstrations showing lifting or carrying objects, such as chairs.

21. Keep a class record of all accidents which happen to the class members. Have each members always report accidents so records can be accurate and up-to-date.

III. Evaluation:

1. Review the accident record of class members to determine progress.

2. Observe safety practices of pupils to note improvement.

3. Talk with parents, older brothers or sisters of class members, other teachers, bus drivers, and others about the safety practices of these boys and girls when they are not under direct supervision of the teacher.

GRADES 4-6

I. Desired Outcomes in Terms of Knowledge, Attitudes, and Practices:

1. To review suggestions for grades 1-3.

2. To learn safety rules to meet needs and understand why they are necessary.

3. To appreciate the work of persons who have official responsibility for carrying out safety programs, including school personnel, policeman, highway patrolman, junior safety patrol, etc.

4. To increase knowledge of safe places to travel and play.

5. To play in the safer places he knows.

6. To know how to use and care for play equipment, including bicycles, skates, other sports equipment, etc.

7. To store play equipment in proper place after use.

8. To like to have a clean and safe environment.

9. To know traffic signals and regulations appropriate to his needs and follows them.

10. To move about the school buildings and elsewhere in a safe and courteous manner.

11. Observe safety precautions while participating in physical education activities.

12. To know and practice safety measures for water sports.

13. *To understand practices necessary for safety at home or on the farm.*

14. *To know and practice safety precautions for use in public transportation, such as buses, taxis, etc.*

15. *To understand something of the safety hazards connected with the improper use of matches, BB guns, dynamite caps, hot stoves, etc.*

16. *To use sharp instruments correctly.*

17. *To understand in an elementary way the importance of the human element in accidents.*

18. *To know safety practices for participating in a field trip, a picnic or a camping trip.*

II. *Suggested Experiences and Activities:*

1. *Activities and experiences suggested for grades 1-3 may be suitable to meet needs of boys and girls of grades 4-6.*

2. *Find out reasons for certain safety rules, such as traffic regulations, taking turns at the drinking fountain, walking on the left side of the road facing traffic, etc.*

3. *Interview various safety personnel by individual class members or committees to find out their responsibilities for community safety.*

4. *Survey by committee or class of the school grounds and the community to find the safer places to play. The committee should also point out the most hazardous places.*

5. *Choose the safest place on the school grounds to play. Where assignments of places to play have been made by the administration, discuss the reasons for being assigned to that location.*

6. *Explain and demonstrate how to care for a bicycle. This discussion may take place in the yard where bicycles are parked. The class may organize a bicycle safety club.*

7. *A rotating committee of class members may serve as the housekeeping committee for the room. One of the functions of the committee should be to remind members always to put play equipment, work materials, wraps, etc., in their proper places after use. Always report broken play equipment and apparatus.*

8. *Carry out responsibilities for cleaning up any broken glass or other hazards as soon as they occur or are discovered. The art committee may make sketches of "before" and "after" scenes around school or in the community.*

9. *Observe by class or by committees the way people obey traffic regulations. Carry on discussions about the importance of correct traffic safety practices.*

10. *Use films, filmstrips, books, pamphlets, encyclopedias and ask people to secure information about recommended safety practices and reasons why they are recommended.*

11. *Demonstrate, if needed, the correct way to move through some part of the building or grounds.*

12. *Learn skills in physical education which will result in safety practices while playing.*

13. *Discuss the topic "The importance of swimming only in places and at times designated by our parent."*

14. *Put trash in proper receptacles; do not throw on floor, ground, streets, highways, or other public places, such as ponds, pools, beaches, and picnic areas. A class discussion may be helpful, or class members may make posters as reminders.*

15. *Read stories, talk about situations and discuss practices necessary for safety at home, or on the farm. Some incident or accident may be the beginning of such an activity. The class may work out a very simple questionnaire to take home to parents.*

16. *Keep a record of accidents of class members. Where the same member shows repeated accidents, the teacher should study the case and, if necessary, enlist the help of the nurse, physician, parent or others to find the causes.*

17. *Discuss the use of matches and fire arms -- who uses them, when, why, and how?*

18. *Talk about some accidents which have occurred recently. Discuss the causes of these accidents -- environmental, mechanical, human.*

19. *Discuss safety practices in planning a field trip, picnic, camping trip, or other such activity. Decide which practices are necessary in order to have a safe and happy trip.*

20. Share information with others through posters, drawings, reports, bulletin board displays, assembly programs, etc.

21. Study and have discussion of common poisons, reading labels, keeping poisons away from young children, etc.

III. Evaluation:

1. Have accidents among class members decreased?

2. Do pupils seem to appreciate the importance of safety measures enough to carry on activities in a fairly safe manner?

3. Are pupils relatively cautious without being unduly afraid?

4. Do pupils themselves think members of the class generally practice good safety measures?

GRADES 7-8

I. Desired Outcomes in Terms of Knowledge, Attitudes and Practices.

1. To review suggestions for grades 1-3 and 4-6.

2. To know many of the laws and regulations for safety, know why they are important, the consequences of violations, such as fines, removal of privileges, etc., and why these are imposed.

3. Appreciate the work of certain safety personnel.

4. To know some of the facts about the way alcoholic beverages affect safe living, particularly safe driving.

5. To know how and where to find accident statistics.

6. Appreciate safe public transportation.

7. To understand the importance of being a safe pedestrian.

8. To know how to use any new facility safely, such as gymnasium, shop, paved outdoor play areas, etc.

9. To know and appreciate the safe use of vehicles.

10. To understand the importance of safe living at home.

11. *To recognize poisonous plants and animals.*

12. *To understand the need for a record of accidents.*

13. *To know that it is important to keep accidents to a minimum, even where a person has accident insurance.*

14. *To know what to do in case of accidents. (See section on "First Aid").*

15. *To understand the importance of repairing or replacing worn or defective doors, floors, bats, etc., before they cause accidents.*

16. *To understand when defective equipment should not be used until repaired.*

II. *Suggested Experiences and Activities:*

1. *Some activities suggested for grades 1-3 or 4-6 may be adapted for use in grade 7-8.*

2. *Make a list and post safety regulations and give explanations for their existence. A resource person (Patrolman, for example) may be interviewed to help determine reasons. Lists some of the fines or loss of privileges imposed for disobedience of certain of these laws. Discuss reasons for these. Outside help may be needed to carry on this activity.*

3. *Interview, by a committee, the following safety personnel, when appropriate, to find out the kind of work they do and why it is important:*

   - *Policeman*
   - *Health department personnel*
   - *Highway patrol*
   - *County sheriff*
   - *Safety patrol*
   - *Physician*
   - *High school teacher of health and physical education*
   - *Specific teachers and other school personnel responsible for safety.*

4. *Read and discuss "the way alcohol affects the behavior of person." The film "Alcohol and the Human Body", free on loan from the State Board of Health, or the filmstrip "Alcohol, produced by Young American Films, Inc., New York, may be helpful.*

5. Review "Accident Facts", "Vital Statistics Reports", etc., to such items as:

   -- Greatest cause of death or injury to the school age child.
   -- Where most accidents occur.
   -- The type of accidents occuring most frequently.

   Make charts to interpret these facts. For example, a chart showing the number of deaths of injuries from accidents as compared with the deaths or injuries from polio in this country, or in North Carolina.

6. Discuss the importance of safe public transportation and what things help to make it safe.

7. Determine the number of pedestrian accidents in the community. Determine possible causes. Discuss ways these may have been prevented.

8. Discuss the question, "Does the way I feel have anything to do with causing an accident?" For example, if you are mad, worried, sleepy, day-dreaming, etc.

9. Discuss or write a paragraph about a personal accident. Try to analyze the cause of the accident.

10. Participate in a demonstration of the correct way to use any new equipment or other facility. Help determine reasons for the safe way to use it.

11. Demonstrate the correct use and care of a bicycle. Such a demonstration may be conducted by the class for the pupils in a lower grade.

12. Survey own home to discover safety hazards. Help correct these hazards where practical.

13. Make an outline map or maps of the school and community. Locate any safety hazards which need correcting or adjusting to.

14. Demonstrate correct labeling of poisonous medicines. Discuss reasons why these and other poisonous materials should always be clearly labeled and kept out of children.

15. Discuss poisonous plants. Take a field trip to identify some of these, if practical. Pupils may sketch plants to help identify them.

16. Discuss reasons for fire drills. Practice fire drills. Find out about fire extinguishers and sprinkler systems and how and when to turn on a fire alarm.

17. Discuss the need for an accident record. Prepare a record form to include the following information: Name of the injured person, address, age, sex, grade and school; date and time of day when accident occurred; witnesses; place of accident and nature of injury; details of how accident happened; who reported it; who attended the injured; were parents notified, and what disposition was made; number of school days lost due to injury; other pertinent information. (See sample report forms at the end of this unit.) Keep the accident record for the class up-to-date.

18. Discuss the question, "Who really pays for the cost of an accident insurance?"

19. Practice first aid procedures. (See section on "First Aid").

20. Make survey of classroom school building, or home, for hazards which could cause accidents. For example, worn light cords, broken light switches, broken window glass, porch floors, stair rails, broken chairs, or slick floors. Study how to correct them and report your findings to proper authorities at school, to teacher or principal at home, to parent, etc.

21. Interview an industrial leader and/or visit an industry to learn about accident prevention and safety in industry.

22. Visit a safety conscious mechanized farmer and ask him to demonstrate safety precautions with and around farm machinery, the household machines and devices.

23. Survey the community for safe swimming places. Discuss the things which make these places safe, such as life guards, sanitation, and safe depth of water.

24. Have a role-playing or dramatization of a camping trip. After demonstration, all class members should be encouraged to participate in the discussion about safe camping.

25. Arrange for a class session on safe boating and fishing, including places to fish and boat, conduct in the boat, loading the boat (not overloading). Part of the session may be devoted to discussing a topic, such as "Fishing for Fun as well as Fish" and include the safety features.

III. Evaluation:

1. From the accident records determine the progress being made in the reduction of accidents as to number, types and severity of accidents.

2. Have accident hazards been located and corrected or compensated?
3. Are pupils learning skills in activities?
4. Do pupils know the facts about accidents and how to prevent them?
5. Are there more student commendations and recommendations for safe practices?

GRADE 9

I. Desired Outcomes in Terms of Knowledge, Attitudes and Practices:

1. Review suggestions for grades 1-8.

2. Knows the problem with respect to accidents which occur in the community, state and nation.

3. To understand the importance of safe living conditions.

4. To know the importance of safe living practices and to understand the "human element" in safety.

5. To know the safest ways of performing work, play, travel, etc.

6. To know when a condition or situation is a potential safety hazard.

7. Wants to help other people be safe.

8. To know why it is important to report all accidents and to keep accident records.

9. To know and participate in some of the safety programs and activities being carried on by official and voluntary organizations, civic club, newspapers, radio, television, etc.

10. Goes swimming, boating or fishing in safe places and uses safe practices at all times.

II. Suggested Activities and Experiences:

1. Discuss the need for more attention and effort to reduce accidents especially certain types of accidents. A committee may review the accident records to find out the number, types and severity of accidents which have occurred. In a class discussion, members may mention the accidents which have occurred. In a class discussion,

members may mention the accidents which have happened to them or to their families during the summer. The class may be able to find out the approximate cost of each accident in terms of loss of time, cost of medical care, damage to property, total injury to persons, etc.

2. Survey building, grounds, home or community to point out safe conditions and hazards. Survey (by observation) certain safe practices in these places. The class may develop a survey form.

3. Select various phases of safety for research and detailed study by small groups, such as home safety, farm safety, safety on the playgrounds, safety in sports, safety in the school buildings, travel safety, safety in industry, etc. Progress reports may be made from time to time. Final outcomes may be shared with the entire group and with other groups in various ways.

4. Interview representatives of various organizations in the community to find out what safety programs each is promoting.

5. Discuss the qualities and practices of a safe driver. Review standards which must be met in order to obtain a driver's permit or license.

6. Find out the various driver training courses or schools being conducted in the community, such as at school, the transportation companies, by taxi companies, by police or highway patrol, by parents, for school bus drivers, etc.

7. Ask a number of adults: "Who taught you to drive?" "Would you like to have had more instruction about driving?" "Why?"

8. Cooperate with and participate in clean-up campaigns, safety campaigns, special events, such as "Fire Prevention Week", etc., carried on by the school or community.

9. Study and discu-s the topic, "The Human Element in Safety and in Accidents".

10. Plan ways for members of the class to follow-up on the things discovered in a safety survey remove hazards, minimize hazards, change practices, such as using a step-ladder or strong chair to stand on instead of some insecure object when reaching up for object.

11. Review recommended safety practices for gymnasiums. Discuss reasons why these practices are needed. Have members of the class demonstrate correct practices. The physical education teacher or coach may be needed for guidance in such a demonstration.

12. *Become informed about civil defense activities.*

13. *Practice first aid procedures. (See section on "First Aid")*

14. *Study the causes of automobile accidents. Find out: How many of the people had been drinking alcoholic beverages? How many were speeding? What types of accidents were caused by each? At what time of day do most auto accident occur?*

15. *Study and discuss the safety hazards connected with smoking.*

16. *Study and discuss carbon-monoxide poisoning hazards, or other types of gas poisoning.*

17. *Interview the leader in one of the industrial plants to find out what measures are taken to prevent accidents among workers. If practical, visit an industry to observe conditions and practices.*

18. *Discuss safety practices being promoted in other classes in school; for example, in the science class in handling laboratory equipment, in the home economics class in cooking and sewing, in the physical education class in sports and games, etc.*

19. *Report accidents. Keep a class accident record. (See sample at end of this unit for suggestions for keeping records.)*

20. *Hold a panel discussion with the coach's help, regarding safety in sports.*

21. *Study the different plans for accident insurance, including the school plan used by the school, if any. Find out if premiums for accident insurance have increased recently? Have they increased for any school group? Why?*

II. *<u>Evaluation</u>:*

1. *Do class members feel they have improved their safety practices?*

2. *Do accident records show a decline in the number and severity of all types of accidents, in the number of accident repeaters, in any particular type or types of accidents?*

3. *Have accident hazards been located, removed or compensated for?*

4. *Do pupils know the facts about accidents and their causes?*

5. *Are more safety suggestions being given by students?*

6. *Do tests on safety facts and desirable practices show that pupils have gained knowledge?*

GRADES 10-12

I. *Desired Outcomes in Terms of Knowledge, Attitudes and Practices:*

1. *To review suggestion for grades 1-9.*

2. *To develop an attitude of finding out how an activity should be carried on and follow directions specifically when learning a new activity.*

3. *To know facts about safety and accidents sufficient to live and perform on a relatively safe manner.*

4. *To know how to provide for the safety of the family, including young children.*

5. *To assume some responsibility for making the community a place for safe living. Even though there may be no special health course in the senior high school, every teacher has some responsibility for making the school a place for safe living and for helping boys and girls develop favorable attitudes toward safe living.*

II. *Suggestions for including Safety Instruction in some of the High School Subject Areas:*

Home Economics:

1. *Prevention of accidents to small children, such as falls, burns, drownings, poisoning, mechanical suffocation (smothering, choking, etc.).*

2. *Safety in household tasks, such as cooking, cleaning, decorating, sewing, storing and caring for poisons.*

II. Home Economics:

3. Safety in homemaking tasks outside the home, such as shopping (including highway safety), gardening, family recreation, etc.

4. Prevention of fires, including provision of firefighting equipment in the home. (See Civil Defense and the Schools).

5. The number and severity of home accidents.

Agriculture:

1. SAfety in barns and other farm buildings.

2. Safety with domestic animals.

3. Safety in farm machine shops and other workshops.

4. Safety in the use of farm machines and tools, such as the axe, rake, pitchfork, and vehicular machines.

5. Traffic safety around the farm, to and from the market, etc.

6. Fire prevention, including forest fires.

Trades and Industries:

1. Safety in various industries.

2. Ways various industries have reduced accidents

3. Comparative safety of various industries, including the provision for accident insurance.

4. Responsibility of the individual employee for his own safety and that of other employees.

5. Safe practices in the shop at school.

Science:

1. Safe use of laboratory glassware and other laboratory equipment.

II. Science:

2. Safe use of gases, liquids, and fire.

3. Safety in the use of electricity and electrical equipment.

4. Safe and proper storage of all laboratory supplies.

5. Safety precautions against poisonous plants and animals, including insects and snakes.

Physical Education:

1. Improvement of skills in sports and games.

2. Safety in the gymnasium and dressing rooms.

3. Safe performance in physical education and athletics.

4. Safety in outings, including camping.

5. Safety without fear.

6. Safety equipment, such as head gear, shoulder pads, and proper shoes.

7. Safety in the use of shot-put, javelin, discs, etc.

8. The need for safety facilities, such as a saw dust or sand pit for jumping and pole vaulting.

9. Using good form (correct skills) in physical education activities, such as high jumping, pole vaulting, hurdling, tumbling and other such activities and techniques.

10. Additional first aid and water safety instruction where such opportunities are avilable or can be arranged.

Mathematics:

1. Accidental death rates.

2. Injury rates of non-fatal accidents.

II. *Mathematics:*

3. *Costs of accidents in terms of:*

   - *Loss of time of those injured*
   - *Loss of time of others (family members, etc.)*
   - *Medical expenses*
   - *Insurance costs*
   - *Property damage*

Social Studies:

1. *Responsibility of the community for safety of citizens.*

2. *Finding, understanding and correcting causes of accidents.*

3. *The individual's responsibility to the group or community.*

4. *Civil defense in the community.*

5. *Safety programs in the community. (Health Department, Highway patrol, safety councils, etc.)*

6. *Mental health as related to safety -- the accident prone person.*

III. *Evaluation:*

1. *Do pupils know the safety problem in their school and community?*

2. *Do pupils appreciate the importance of living safely?*

3. *Do the records show a decrease in the number and/or severity of accidents?*

4. *Are the pupils aware of existing hazards and do they exert their influence to change them?*

5. *Do the pupils understand the facts of safety and accidents, take care of their own situation in so far as is possible, and work to make the community a safer place to live?*

6. *Test regarding safety facts and practices indicate that pupils have developed the understandings necessary to live safely.*

STANDARD STUDENT ACCIDENT REPORT FORMS AND INSTRUCTIONS

A. *Use Part A of the form to report all student accidents. Injuries requiring a doctor's care, or keeping a student out of school one-half day or more, should be reported regardless of where the student was when injuried (on school property, enroute to or from school, at home or elsewhere).*

B. *Use Part B of the form to report additional information on injuries to students while under the jurisdiction of the school. School jurisdiction accidents, however slight, should be reported promptly. Unless otherwise defined by administrative ruling or court action, school jurisdiction accidents are those occurring while students are on school property, in school building and on the way to and from school.*

IMPORTANT: In order that maximum use be made of accident reports, it is essential that the accident be described in sufficient detail to show the unsafe acts and conditions existing when the accident occurred. The description should answer such questions as: What was the student doing at the time of the accident? (Playing tag football, operating lathe, cutting lawn, etc.) Was he using any apparatus, machine, vehicle, tool or equipment? How was he using it? Would it have been safer to do it some other way? Was another person involved in the accident in any way?

All school systems are urged to send their accident summaries to the National Safety Council so that the published tabulations of student accident experience may be as complete and accurate as possible.

The National Safety Council will furnish without charge a one year's supply of both the accident report form and the summary sheet. These forms are not copyrighted and supplies for subsequent use may be printed locally or purchased from the National Safety Council at the following rates:

1 to 9 copies	-	*$ .05 each*
10 to 99 copies	-	*.02 each*
100 to 999 copies	-	*.015 each*
1000 or more copies	-	*.013 each*

FIRST AID

Every child and adult needs to have as much information about first aid as is practical, to know what to do in case of an emergency. Where large numbers of people are injured, there will be special rescue and first aid problems. Floods, fires, atomic explosions, etc., may create unusual hazards and problems. Plans should be made to meet them. First aid instruction is needed and should be included as a part of the health education program, but it should not exclude or replace other essentials.

Suggested Experiences: Listed below are first aid practices every pupil should know for normal living in modern times. Each teacher should study all materials and review them with students.

GRADES 1-3

A. *Information every child should know:*

1. *His complete name and age.*
2. *His telephone number (if he has one) and how to call that number.*
3. *His residence (location in rural areas; street and house number in city).*
4. *His parents' names.*
5. *Where his parents work.*
6. *His family physician's name.*
7. *Who to call and how to call in case of emergency.*
   - a. *the physician*
   - b. *the policeman*
   - c. *relatives or neighbor*
   - d. *the fire department*
8. *The air raid signal and what to do.*
9. *Always notify an adult when injured.*

Children will need to have a lot of help to develop an attitude of always telling the parent, teacher, or another adult when they are injured while doing something parents had forbidden. They sometimes fear a scolding or punishment by the parent more than they fear infection from the wound.

B. Minor Cuts and Scratches: (In case of puncture wounds where there is not severe bleeding.)

1. Notify an older child or adult. (Parent or older relative at home, or teacher when at school.)

2. When an adult is not present, wash thoroughly with clean water; let dry and cover with sterile bandage. Do not apply adhesive tape directly over open wound and do not apply cotton.

C. Fire and Burn Procedures:

1. Minor Burns: (When skin is not broken.)

   a. Apply cold water or ice to ease pain.
   b. Tell adult (teachers or parent.)
   c. In case of blister, do not break blister.
   d. For chemical burns, flood generously with clear water.
   e. For sunburn, apply a burn ointment if skin is reddened. If blistered, cover with sterile gauze until advice of physician is secured.

2. When clothing catches fire:

   a. Indoor -- roll in blanket, rug, big towel, etc., to smother fire. Do not run. Call for help.
   b. Out-of-door -- roll over on ground, in ditch, in sand, etc. Do not run. Call for help.

3. When building catches fire:

   a. Get out of building the nearest safe way.
   b. Call adults.
   c. Call fire department. Learn the correct way to report a fire in your town or neighborhood. Talk over with your parents what should be done in case of fire in rural areas.

      How to report it and to whom
      What to do.
      What materials should be kept on hand. (see "First Aid Supplies.")

D. Poisons:

In emergencies or when households are upset, the younger children may have more access to "poisonous medicines, cleaning fluids, etc.) In case any child thinks or knows he has eaten or drunk the "wrong material", he should notify the parent or other adult immediately and dilute the poison with water or milk. Of course, all poisons should be kept out of reach of small children at all times.

E. Bites:

1. Dog bites -- wash the wound with water. Report to teacher at school or to parent or other adult when not at school. Be able to identify dog, if possible.

2. Snake bites -- call for help at once.

3. Tick and insect bites - report to teacher or parent.

F. Serious Injuries:

In case of serious injuries of any kind to playmate or others (to legs, to arm, fainting, etc.) call an adult at once. Don't do anything to the injured person, except help keep him still and quiet.

GRADES 4-6

A. Puncture Wounds -- Minor Cuts, and Scratches:

1. Learn to make a bandage "free" from germs when no sterile bandage is available.
   a. Iron with a hot iron.
   b. Wash with soap and water and let dry.
   c. Expose to the direct rays of the sun for a period of time.

2. Learn how to keep wound or bandage from becoming contaminated.
   a. Keep fingers off.
   b. Keep other exposed articles away.
   c. Don't breathe on it. Don't blow on it.

3. Splinters -- not very deep in skin.
   a. Remove splinter using tweezer or sterilized needle.
   b. Press wound gently to cause a little bleeding.
   c. Wash wound with soap and water.

4. Apply antiseptic. Cover with clean bandage.

B. Fire and Burns:

1. Always call adult.
2. Learn how to put out small fires in home or yard.
   a. Grease fire -- quick action - smother with lid or salt.
   b. Wood fire -- water it.
   c. Electric fire - dry hand if wet, cut off electricity and smother fire.
   d. Grass or leaves in the yard or on the farm - beat out with brush if small fire; run for help if large fire.

C. Poisons:

1. Except for poisoning by lye or acid, petroleum products or unconscious victim, try to get patient to vomit. Drink water with two teaspoons of soda to each glass, or use warm water, warm milk, even mustard and water, milk and egg mixture or stick finger down throat.

2. Call the doctor for any poisoning.

3. Poison ivy, oak, or sumac.
   a. When you have been in contact with them, take a thorough bath, using strong laundry soap of possible. Apply rubbing alcohol. Change underwear, change and wash outer clothing.

   b. If rash appears, see family physician.

D. Bites:

1. Insect bites: Remove sting if it is still in the skin. wash with ammonia water or apply a thick paste of baking soda and water.

E. Fractures:

1. Call for adult help immediately.

2. Do not move patient unless fracture is in the arm and doesn't seem too bad. However, cases may occur when you would have to rely upon yourself so:
   a. Learn to apply simple splints.
   b. Get patient comfortable.

F. Nosebleed:

1. Sit up and tilt head slightly back.
2. Press nostrils together.
3. Wet towel or large cloth with cold water and apply to face over nose.
4. Keep quiet.

NOTE TO TEACHER: Persistent nosebleed for no apparent reason may indicate a more serious illness such as rheumatic fever. Refer to family physician or nurse who serves your school.

G. Pimple on Face:

1. Let it alone.
2. May apply a little rubbing alcohol to help dry it up.
3. Never squeeze it.

H. Cinder or Other object in Eye :

1. Tears may wash it out.

2. Grasp lashes of upper lid and pull out and downward.

3. Use eyeglass and wash with water water that has been boiled and cooled to room temperature.

4. Do not rub the eye.

I. Artificial Respiration:

1. To be applied when condition may have been caused by:

a. Being under water
b. Electric shock
c. Suffocated under bedding, earth, or in a poorly ventilated.
d. Carbon monoxide gas (car or other motor.)
e. Choking on food or other object
f. Mouth to Mouth Resuscitation

(1) Turn the head to the side and clear the airway
(2) Open the jaw by tilting the head
(3) Pinch the nose
(4) Make a seal with your mouth over victims mouth and blow vigorously.
(5) Turn your head and watch the chest fall. Repeat every five seconds.

2. Back pressure -- arm method.

a. Place victim on stomach -- his head on his hands
b. Kneel at his head looking toward his feet, place hands on back with heel of hand on imaginary line between armpits.
c. Elbows straight. Rock forward until arms are vertical increasing pressure gradually.
d. Slide hands out to patient's arms until tension and resistance are felt. Drop arms to complete the cycle. Repeat cycle about 12 times per minute.

NOTE: The prone pressure method has been used for years before the Back Pressure method was developed. It is still an acceptable method for artificial respiration. However, back pressure-arm lift being a two phase operation is considered best.

A. Severe Bleeding:

1. Send for the physician first.
2. Use sterile dressing when available, or use bare hands in emergency and press directly on the wound.
3. Keep bleeding part raised if possible.
4. Keep victim quiet and warm until doctor or other help arrives.
5. Where bleeding is too severe, apply pressure at pressure point. The pressure points are:
   Brachial artery (inner side of upper arm.)
   Femoral artery (in groin region.)

B. Rescue from Electric Shock, fallen buildings, etc:

1. Never touch victims or wire. Push wire free from body with a dry stick or board.
2. Call an adult whenever possible.
3. When no adult is near, shut off electric current at the main switch or use a dry thick cloth or towel to pull the cord from the socket. In case of bathroom shock, call help if possible because of so many "grounded" objects in the room.
4. Out-of doors, call help if possible or use a long dry wood pole or long dry cloth to remove victim.

C. Fainting:

1. When feeling faint bend down so that head is between knees or lie down.
2. To help person who has fainted, keep him lying down, loosen collar or clothing. If he does not recover in a very short time, consult a physician.

D. To rescue person about to drown:

1. Encourage person to kick and not get excited.
2. Get a stick and hold out for person to catch.
3. Toss him a rope, "life saver" or anything that will float.
4. Don't swim out to him unless you have experience in life saving procedures.

E. Stomach Ache:

Don't eat or drunk anything until it has been determined what is wrong. A stomach ache is usually a warning signal.

F. *Committee Assistance to the Administrator (Principal).*

1. *To help secure first aid kits for each classroom. These pupil committees (usually high school or upper grade) under the guidance of the teacher may work out a list of simple directions for each kit where the classroom teacher wishes.*

2. *To inspect these kits periodically (about one a month) to be sure that supplies are on hand and in order. This could be done by the same committee which helped to secure them or it could be done by other committees. One of the purposes of such an inspection would be to report any items which need replenishing.*

G. *Information to family about First Aid Supplies:*

1. *Each family needs to be informed about first aid supplies needed in each home, in car, etc.*

2. *Where a family is in a disaster area (flood, storm, atomic attach, etc.), certain emergency supplies should be on hand including sheets, towels, safety pins, scissors, flash light, blankets, etc. See Civil Defense Authorities for specific list.*

IMPORTANT NOTE: When more detailed information about certain phase of first aid is needed, help can be found in recognized publications. (See list at end of this section.) For example, some groups will need more information on water safety than is outlined in this publication. Some groups will need more information on athletic injuries than is out lines. Home Economic groups will study care of injuries in their home nursing and cooking courses. The athletic teams will study athletic injuries. Much more information will be needed by the high school student about transporting an injured person than is suggested here.

The general suggestion for teaching first aid is to include it as part of health instruction. However, some groups may feel the need for a unit or course in first aid in the junior or senior really needed are included. The pupil should not have to "take" things again which he already knows just to satisfy a "Time" requirement for a first aid certificate.

HIGH SCHOOL

(See Important Note in Grades 7-8)

A. *Emergency care for large number of victims:*

1. *Discuss relative priority of care where large num s are injured. (Consult the medical care committee for Civil Defen .)*

A. 2. *Discuss types of injuries to expect in these emergencies and what to do for each.*

B. *Shock:*

Since every injured person is potentially a person in shock, every precaution should be taken to prevent the victim from going into a state of shock. The precautions may prevent shock:

1. *Extreme care in transporting the injured person.*
2. *Stop loss of blood immediately if possible.*
3. *Keep victim warm. Exposure to cold increases severity of shock. (Too much heat may be dangerous.) Do not use hot water bottles, electric pads, etc.*
4. *Keep patient lying down or raise his feel 12 to 19 inches.*
5. *Give fluids (plain water or ½ teaspoon salt, baking soda per quart of water) if tolerated. If victim is to reach hospital soon or if there is nausea, don't give fluids or liquids. Don't use stimulants (Coffee or tea).*
6. *Keep victim as quiet, comfortable and reassured as possible.*

C. *Dislocations (bone out of place at joint.)*

Except in certain emergencies, no one except the physician should put the dislocation back in place.

D. *Sprains: (Injuries to ligaments at joints.)*

1. *Send for help if possible.*
2. *Do not attempt to walk until seen by physician.*
3. *Elevate the injured part. (Sling for arm or leg on pillow with patient lying down.)*
4. *Apply cold (ice bag, put under cold water tap, etc.)*
5. *The compression or elastic bandage may be used advantageously if correctly applied.*
6. *If severe, don't use injured part until seen by a physician.*
7. *Where person is alone when ankle is injured, use ankle bandages over shoe to aid in walking for help.*
8. *When in doubt about a sprain, treat it as a fracture and immobilize it.*

E. *Strains: (Injury to muscle or tendon due to excessive use.)*

1. *Rest the injured part.*
2. *Apply warm applications after danger of hemorrhage.*

F. *Bruises:*

No first aid needed usually. To prevent discoloration apply cold application immediately.

FIRST AID SUPPLIES

A. *For the Health Room:*

First Aid Supplies should be on hand in the health room or at some other appropriate place in each school.

The list below is from the "Report of the Third National Conference on Physicians and Schools"[1] and was adapted by that conference from a list published by the American Medical Association:

Suggested Supplies

Tincture of green soap	*Washing injured parts*
Hospital cotton, roll	*Large soft pads or dressing*
Absorbent cotton, sterilized roll, box or "picking" package	*Swabs or pledgets for applying medications or wiping wounds.*
Dressing,small pads, sterilized, in individual transparent envelopes.	*For protecting injuries*
Dressings, finger, in envelopes.	*For protecting very small injuries*
Adhesive tape, roll, one inch.	*Fasterning dressings or splints.*
Scissors, bandage, or blunt.	*Cutting dressings.*
Toothpicks	*For making swabs.*
Alcohol, 70% (water 30%) or rubbing alcohol.	*Disinfecting skin and minor wounds.*
Commercial Burn Ointment	*For very small minor first degree burns only.*
Hot water bottle with cover	*Local relief of pain.*
Ice bag.	*Use above place from where red blood spurts. Call doctor at once. Release every 15 minutes to allow circulation to reach parts, then reapply.*
Tourniquet (three feet of soft rubber tubing and a stick or pencil)	
Eye droppers.	*Cleanse after using and boil before using.*
Oil of clovers -- rural areas	*For toothache, but only until child can get to a dentist.*
Graduated medicine glass.	*For measuring liquids.*
Safety pins.	

Please notice there are no aspirin listed or any other drugs for internal use. When pupils think they need aspirin, the cause should be investigated and removed if possible. This usually required the services of the physician.

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1 *"Report of the Third National Conference on Physicians and Schools", American Medical Association, 535 N. Dearborn St., Chicago, Ill.*

Every faculty member needs to know where the first aid supplies are kept and who is to administer them. It is generally recommended that there be at least one person trained in first aid on each faculty.

B. *For the Classroom:*

In addition to the first aid supplies in the health room or some other central place, each classroom should have a first aid kit for use in minor accidents. A kit for the classroom might include the following items:

1-inch adhesive dressing.
Some medium sized sterile gauze dressing.
Burn ointment or vaseline.
Antiseptic.
Triangular bandage.
Package of sterile cotton.
Scissors.

REFERENCES

A. From the American Red Cross, Washington, D. C. (or your local or regional Chapter).
   1. First Aid Textbook (Standard Course).
   2. Instructor's Manual for the Standard and Advanced Courses.
   3. Instructor's Manual for Swimming and Diving.
   4. Life Saving and Water Safety.
   5. Instructor's Manual for Life Saving and Water Safety.

B. Mueller and Robertson. Fundamentals of Health and Safety. 1969. D. Van Nostrand Company, New York. pp. 25-29, 70-73, 91-97, 145-147, 161, 189-193, 237-240, 257-267.

C. First Aid. Metropolitan Life Insurance Company, 1 Madison Avenue, New York.

D. When the Unexpected Happens. John Hancock Life Insurance Company, Boston, Mass.

E. References on athletic injuries:
   1. Cramer and Broughton. A Training Room Manual. Lowe and Campbell Athletic Goods Company, Charlotte, N. C.

   2. Cramer. First Aid Digest. Lowe and Campbell Athletic Goods Company, Charlotte, North Carolina, 1968.

   3. Thornkyke. Athletic Injuries. Lee and Febiger, Philadelphia. Pennsylvania. 1969.

F. BOOKLETS:

   1. Who is Liable for Pupil Injuries? National Education Association, 1201 Sixteenth Street, N.W., Washington D.C. 1969.

   2. The Physical Educator Asks About Health. American Association for Health, Physical Education and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C.

GENERAL REFERENCES

1. National Commission on Safety Education. National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C.

   a. Checklist of Safety and Safety Education in your school.
   b. Teachers and Children Plan for Safe Living.
   c. Safety in Physical Education for the Classroom Teacher.
   d. Bicycle Safety in Action.
   e. The Expanding Role of School Patrols.
   f. Safety Education in Rural Schools.
   g. The Teacher Fireman Team.
   h. The High School Principal and Safety.
   i. Safety in Family Living.
   j. High School Driver Education--Policies and Recommendations.
   k. The Physical Education Instructor and Safety.
   l. Standards and Training Programs for School Bus Drivers.
   m. Safety Education Teaching Aids and Materials. Free Publications List.

2. National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois.

   a. Accident Facts. Published annually. Extensive coverage of all types of accidents.
   b. Safety Education Magazine. Issued monthly September through May.
   c. Student Accident Records and Analysis.
   d. Safety Education Data Sheets. Set of 58, giving safe practices for a variety of activities from safety on school buses to hook and line fishing. Low in cost.
   e. Safety Instruction Cards. Approximately 700 for a variety to topics from how to lift to safe use of hand tools for safe industrial practices. Low in cost. For teacher and student use.
   f. Foundation for Safe Living. A manual for Elementary Teachers.
   g. Safety Education in the Secondary School. Manual for Teachers and Administrators.
   h. Student Safety Activities. Manual for both Teacher and Students.
   i. Safety Education Memos:
      No. 2, Elementary Bibliography.
      No. 2A. Secondary Bibliography.
      No. 3, Student Accident Records and Analysis, a guide.
   J. Free Publication List, safety service guides, including price lists.
      No. 2.1, Occupational Safety Services.
      No. 2.3, School Safety Services.
      No. 2.4, Traffic Safety Services.
      No. 2.5, Farm Safety Services.

SOURCE FOR FREE SAFETY MATERIAL

TRAFFIC SAFETY GUIDE--PRIMARY GRADES

Intended for children from kindergarten through the third grade, this guide provides ten lessons keyed to the ten safety posters. It contains methods of teaching safety, of integrating safety instruction with other subjects, and safety activities for the classroom, playground, and school community. Each chapter is divided into three sections: "To the Teacher" (background orientation and current safety facts); "Things to Do" (ideas to help the child recognize traffic safety hazards and to understand through games, stories, slogans, and drawings); and "Parent Participation" (ways of establishing parental participation and support of school traffic activities). Available only on request through your local AAA Automobile Club. Single copies to teachers.

American Automobile Association

TRAFFIC SAFETY GUIDE--UPPER ELEMENTARY GRADES

Written for grades 4, 5, and 6, this guide follows the same format as that for primary grades (listed above), including information "To the Teacher," "Things to Do," and ideas for "Parent Participation." Available only on request through your local AAA Automobile Club. Single copies to teachers.

American Automobile Association

TRAFFIC SAFETY GUIDE--JUNIOR HIGH SCHOOL

This guide was written expressly for grades 7, 8, and 9. Maximum use is made of the student's interest in driving and automobiles. Pre-driver education information is related to safe pedestrian practices. Each of the ten lessons is related to the month's traffic safety poster and includes a "Things to Do" section which presents suggestions for demonstrations, play, panels, and discussions. These will help to develop an awareness and understanding of driver and pedestrian problems and responsibilities. Reference sections on related printed materials and films are included. Available only on request through your local AAA Automobile Club. Single copies to teachers.

American Automobile Association

*OTTO THE AUTO STORIES

This is a series of ten whimisical illustrated stories loved by children, as told by an automobile! Written by a specialist in education and children's stories, and keyed to each month's traffic safety poster, these stories can be read to the primary grade student, and can be read by older age groups. Through the fanciful adventures of Otto the Auto, each story teaches a traffic safety lesson. Available only on request through your local AAA Automobile Club. Single copies are available to teachers.

American Automobile Association

AMERICAN AUTOMOBILE ASSOCIATION
Make request to your local
AAA Automobile Club

*THIS IS JOHNNY'S "CAR"

In this leaflet Johnny's "car" is his bicycle. By learning to "drive" his bike safely, Johnny is really learning a lot about driving his dad's car. He'll be a better driver because he handles the car better. So follow Johnny--and study for your driver's license too. No restrictions on distribution.

Pennsylvania Department of Transportation

PENNSYLVANIA DEPARTMENT OF
TRANSPORTATION
James F. Haas, Director
Bureau of Public Information
Room 1214, Transportation and
Safety Building
Harrisburg, Pennsylvania 17120

AUTOMOTIVE SAFETY BELT STORY, THE

This is the official booklet of the American Safety Belt Council. It is an almanac of safety belt history and facts, including comprehenseive illustration. It covers the How, When, and Where, plus the Do's and Don'ts for safety seat belt use. It details buckles and retractors for domestic and imported model cars. A special section is devoted to infant and child protection. Available in classroom quantities.

American Safety Belt Council, Inc.

AMERICAN SAFETY BELT COUNCIL, INC.
271 North Avenue
New Rochelle, New York 10801

MERCUROCHROME FIRST AID CIRCULAR

This circular has been written in order that you may know what to do before the doctor arrives. It points out the necessity for prompt attention to minimize the danger of infection resulting from open wounds.

Hynson, Westcott & Dunning, Inc.

HYNSON, WESTCOTT & DUNNING, INC.
Sales & Promotion Department
Charles & Chase Streets
Baltimore, Maryland 20201

*SAFE BOATING BY DESIGN

Safety has been of paramount importance to the recreational boating industry for many years. The industry has established voluntary construction standards for boats, and urged compliance with those standards. This booklet traces the history of safe boat construction and industry's efforts to produce better and safer products so that more Americans can enjoy safer boating. Available in quantities up to 100 per request while the supply lasts.

National Association of Engine & Boat Manufacturers

NATIONAL ASSOCIATION OF ENGINE &
BOAT MANUFACTURERS
537 Steamboat Road
Greenwich, Connecticut 06830

PLAN YOUR ESCAPE

The thought of a child trapped in a room--the house on fire--escape cut off--presents a horrifying image. A parent who fails to instruct his children on escape procedures is unwittingly victimizing his family. This leaflets tells how to sit down with the members of your family and work out a plan of escape in case of fire. Limit of 100 copies free.

International Association of Fire Chiefs

*PARENTS, BABY-SITTERS, AND FIRE

This leaflet tells how parents and baby-sitters can work together to guard against fire in the home. Limit of 100 copies free.

International Association of Fire Chiefs

INTERNATIONAL ASSOCIATION OF FIRE
CHIEFS
Suite 1108
1725 K Street, N. W.
Washington, D. C. 20006

*TEACHER'S PACKET ON FIRE SAFETY

This packet contains a selection of fire safety materials especially for children, seasonally including items for Fire Prevention Week, Spring Clean-Up, and Christmas. Available to teachers only.

National Fire Protection Association

NATIONAL FIRE PROTECTION ASSOCIATION
Public Relations Department
60 Batterymarch Street
Boston, Massachusetts 02110

*CONSUMER RECOMMENDATIONS ON THE SAFE USE OF APPLIANCES

How many senseless tragedies could be avoided if boys and girls were to become more aware of the importance of learning the correct and safe operating techniques of household appliances. This 10-page booklet outlines the safe use of electricity and gas, giving over 100 specific safety tips on the use of each appliance from the dishwasher to the hair-dryer. Many children use these appliances, quite often without direct supervision. This booklet could help teach a very important safety lesson! Single copies are free.

Association of Home Appliance Manufacturers

ASSOCIATION OF HOME APPLIANCE
MANUFACTURERS
20 North Wacker Drive
Chicago, Illinois 60606

IF FIRE BREAKS OUT AT NIGHT

If you awoke at night and found your home ablaze, would your escape be quick, planned, and orderly, or would you become a victim of bewilderment, fear, or panic? This leaflet tells how to be prepared for a night-time fire. Up to 200 copies free of charge. Make request on official stationery.

institute for Safer Living

INSTITUTE FOR SAFER LIVING
American Mutual Insurance
Wakefield, Massachusetts, 01880

NARD POISON PREVENTION KIT

This poisonous hazards of the average household have increased greatly within the memory of most of us. Not so many years ago, kerosene, poison fly paper, lye, and tincture of iodine comprised most of the domestic substances that might be fatal if swallowed, but now a horde of potentially harmful chemicals have invaded the home, in products intended to clean clothes; polish silver; clean ovens; wave hair; to kill insects, weeds, and rodents; to aid the do-it-yourself fan in his hobby; and, of course, to relieve illness. What can we do to prevent accidental poisoning? First of all, we must recognize the danger. Then, we must learn to be careful in storing these products. Finally, we must know what to do if, in spite of our precautions, one of these products is ingested. This kit contains many helpful pieces of literature, including articles, posters for display, a safety check list for the home, and a dial-it-yourself wheel showing what symptoms to look for and what antidote to give if ingestion is discovered. A single kit is free; two or more, $1.00 each.

National Association of Retail Druggists, The

NATIONAL ASSOCIATION OF RETAIL
DRUGGISTS, THE
Marian E. Meiners
One East Wacker Drive
Chicago, Illinois 60601

*SCHOOL AGE SAFETY CHECK LIST

This check list has been prepared for parents to use as a guide to developing safety consciousness in their children and to help in eliminating possible threats to their safety. Single copies.

National Easter Seal Society for Crippled Children and Adults

NATIONAL EASTER SEAL SOCIETY FOR
CRIPPLED CHILDREN AND ADULTS
Library
2023 West Ogden Avenue
Chicago, Illinois 60612

*EDUCATION FOR SURVIVAL KIT

This is an elementary school kit on safety and health. It presents to the elementary school teacher safety and health facts and ideas to help children learn to live healthy, accident-free lives all year round. It is provided for teachers who are or who will be teaching grades 1 through 6. There are nine presentation outlines, one per school month, stressing major childhood hazards as evaluated by the National Safety Council. The language in the outlines is not geared for any specific elementary age level; this transition is best achieved by the professional educator. Posters, leaflets, and lesson plans supplement these outlines. One kit is available to teachers. The request must be written on official stationery and distribution is restricted to the United States. This is meant to be, and is packaged as, one coordinated kit. Do not order by individual title. So that you will know what the kit contains, the titles are listed below:

*BE A BETTER BIKER
*BICYCLE SAFETY
*CHALLENGE TO MATURITY!
*CHILDHOOD FALLS
*COMMON COLD, THE
*EVERY SECOND YOU'RE IN MOTION
*FIREARMS AND BLASTING CAPS
*FIRE, GAS, AND SMOKE
*FITNESS AND HEALTH
*HOME. . . SWEET(NON-POISONOUS) HOME
*KEEPING COOL
*KIDS DO THE DARNDEST THINGS!
*LEAVES TO LEAVE ALONE

*MOUTH-TO-MOUTH ARTIFICIAL RESPIRATION--CHART
*MOUTH-TO-MOUTH ARTIFICIAL RESPIRATION--LEAFLET
*PEDESTRIAN-TRAFFIC SAFETY
*PLAN AN ACCIDENT FREE SUMMER
*PLAYGROUND SAFETY
*SOUND SUGGESTIONS FOR SWIMMERS AND SPLASHERS
*SWIMMING SAFETY
*TAKE A BOY HUNTING
*TALE OF TWO BIKE RIDERS, A
*VACATION SAFETY
*WELL-BALANCED DIET, A

Employers Insurance of Wausau

EMPLOYERS INSURANCE OF WAUSAU
Attn: Special Serices Department
2000 Westwood Drive
Wausau, Wisconsin 54401

CHILDREN'S FIRE SAFETY LESSONS COLORING BOOK

To children: The pictures and the songs in this booklet are just for you. Color the pictures with your crayons or paints. Learn the story with each picture. Sing each song. But best of all, play safely like the little girl and boy in the pictures. Remember what they say. Do what they do. Limit of 250 copies free; additional copies are 5¢ each. Suggested for use in kindergarten through 2nd grade.

Kemper Insurance

*CHILDREN'S SAFETY LESSONS COLORING BOOK

"When I play with hoop or cart or bounce my rubber ball, I never run across the walk into the street at all. For streets are made for motor cars and not for girls and boys, and so I stay in my own yard and play there with my toys." This is just one of the safety lessons included in this coloring book. There are ten such lessons presented here, each with a picture for the children to color. Limit of 250 copies free; additional copies are 5¢ each. Suggested for use in kindergarten through 2nd grade.

Kemper Insurance

KEMPER INSURANCE
Advertising & Public Relations
Department D-1
Long Grove, Illinois 60049

BIKE QUIZ GUIDE

The wheel is probably man's greatest invention, and the bike wheel his happiest. In order to keep bike riding the safe, happy and healthy activity it is, it requires the constant attention of responsible citizens. This booklet is designed to assist in this effort, providing accurate information in quiz form, with which youngsters can be stimulated to learn and develop good safety habits. Tailored to the teaching situation, this booklet is a compendium of existing safety information. Matching, fill-in, true-false and spelling tests are included with the rules of the road and other safety basics. Ideal for elementary classroom use. Single copies are available to professional staff only. Make request on official stationery.

Bicycle Institute of America, Inc.

BICYCLE INSTITUTE OF AMERICA, INC.
122 East 42nd Street
New York, New York 10017

*TEACHER'S TRIPTIK

This is a guide with many helpful ideas for elementary and junior high school teachers who are planning the year's traffic safety education program. The Triptik contains specific suggestions to the teacher for projects and activities designed to integrate and emphasize traffic safety in regular classroom work. These suggestions relate to all aspects of the school-child's activities. Available only on request through your local AAA Automobile Club.

American Automobile Association

*TEACHER SUPERVISOR'S KIT

This is an attractive folder containing an outstanding assortment of materials regarding the organization, supervision, and operation of a successful school safety patrol program. It is designed to be used by patrol teachers, sponsors, police coordinators, or at training workshops to let people know of the outstanding variety of AAA materials available. Available only on request through your local AAA Automobile Club.

American Automobile Association

AMERICAN AUTOMOBILE ASSOCIATION
Make request to your local
AAA Automobile Club

*BICYCLE SAFETY

Young bicycle drivers who are well informed on the basic safety requirements and apply them will better enjoy bicycling and have fewer accidents. It is important for good safety attitudes to be developed in early years. Today's bicycle driver is tomorrow's motorist. This pamphlet was produced for use in school and community bicycle safety campai campaigns. It includes information on equipment and maintenance, safety tips and a bicycle quiz. Available in classroom quantities.

Aetna Life & Casualty

RESCUE BREATHING

Mouth-to-mouth rescue breathing is recognized as the most effective method of reviving victims of drowning, asphyxiation, and electrical shock. This handy, wallet-sized, plastic-coated card explains how to perform this type of artifical breathing. Available in classroom quantities.

Aetna Life & Casualty

AETNA LIFE & CASUALTY
Special Services Librarian, Audio
Visual Services
151 Farmington Avenue
Hartford, Connecticut 06115

MY OWN SAFETY STORY

This is a series of ten short traffic safety jingles (in booklet form) for use in kindergarten throught the third grade--one for each of the ten

school months, based on each month's traffic safety poster (listed elsewhere). The jingles are written by a primary grade specialist and are, therefore, properly grade-leveled. Under a reproduction of the monthly poster, a safety jingle concerning it is printed. A large blank space is provided on the back of each page where the child can draw his own interpretation of the safety message, after the story is read and discussed in class. The page is then taken home by the child so his parents can read the "Message to Parents" printed beneath the space for the drawing. In this way, the series serves the dual purpose of reaching both the child and his parents. Available only on request through your local AAA Automobile Club. Single copies are available to teachers.

American Automobile Association

TEACHER'S GUIDE FOR BICYCLE SAFETY EDUCATION

Contained here is a compilation of suggested classroom and outdoor activities for teaching bicycle safety education. Projects are provided for use in each of the three grade levels: K-3, 4-6, and 7 through 9. These are taken from material prepared by educators for use in regular AAA "Traffic Safety Lesson Guides for Teachers." Available only on request through your local AAA Automobile Club. Single copies to teachers.

American Automobile Association

TEACHER'S GUIDE FOR SAFEST ROUTE TO SCHOOL PROJECT

One of the most effective safety education activities used in schools today for youngsters entering school for the first time is the "Safest Route to School Project." Its purpose is to help children develop safe walking habits and inform them individually of the potential dangers which may exist in their normal walk to and from school. This guide provides the teacher with background material and presents a step-by-step procedure for carrying out the project. Available only on request through your local AAA Automobile Club. Single copies are available to teachers.

American Automobile Association

AMERICAN AUTOMOBILE ASSOCIATION
Make request to your local
AAA Automobile Club

WE RIDE THE SCHOOL BUS

Bulletin No. 150. This is an illustrated safety education flyer for primary children and their parents. Its purpose is to develop good bus rider attitude and acquaint parents with pupil transportation safety rules. Single copies are free.

Wisconsin Department of Public Instruction, Publication Sales

WISCONSIN DEPARTMENT OF PUBLIC
INSTRUCTION
Publication Sales
126 Langdon Street
Madison, Wisconsin 53702

BLASTING CAP SAFETY BOOKMARKS

Common blasting caps are pictured on the front of this bookmark. The reverse side carries a warning that if you ever see anything that looks like a blasting cap. . .don't touch it. Reasonably large supplies free for school-wide circulation via library or classrooms.

Institute of Makers of Explosives

INSTITUTE OF MAKERS OF EXPLOSIVES
420 Lexington Avenue
New York, New York 10017
Pages: 1, 200

SOURCE AND AVAILABILITY INDEX - Filmstrips

ASSOCIATION-STERLING FILMS

Executive Offices
866 Third Avenue
New York, New York 10022
Filmstrips and slide sets may be obtained from the following exchanges; contact the one nearest you.

Atlanta, Georgia 30240
5797 New Peachtree Road
Dallas, Texas 75247
8615 Directors Row
Hayward, California 94544
25358 Cypress Avenue
LaGrange, Illinois 60525
512 Burlington Avenue
Littleton, Massachusetts 01460
484 King Street
Los Angeles, California 90007
2221 South Olive Street
Minneapolis, Minnesota 55426
6420 West Lake Street
New York, New York 10023
43 West 61st Street
Oakmount, Pennsylvania 15139
324 Delaware Avenue
Portland, Oregon 97209
915 N. W. 19th Avenue
Ridgefield, New Jersey 07657
600 Grand Avenue

BEAUTY AND SAFETY WITH GLASS AND FIBERGLASS (S-449) Slides

This slide set, in full color, is on the timely subject of using glass in the home, with safety in mind to prevent glass door accidents. The program also deals with fire safety and presents new ideas with fashionable fiberglass drapery fabrics. (Available to adult women's groups only). Running time 30 minutes.

Association-Sterling Films

BIKEWAY (BW-104) Sound

This filmstrip, in full color, tells what is being done in communities across the country to create safe cycling routes in an age of rapidly increasing automobile traffic. It traces the growth of bikeways from the first 15-mile route in Florida, dedicated in 1962, to long-distance trails which are being developed all over the country,

frequently with the aid of the Federal Government. It gives detailed advice on how to start a campaign in your community and lists sources of active help which may be enlisted for such a project. (Narration supplied by disc.).
Association-Sterling Films

AMERICAN RED CROSS
This slide set can be obtained from most local Red Cross Chapters, if not then contact your country or state chapter.
Terms: Borrower pays the return postage.
Availability: Book well in advance.

SAFE FUN IN, ON, AND AROUND THE WATER (1965) Slides
This set of slides shows the dangers that can lurk around the water; and also depicts the proper safety precautions to take to have fun in, on, and around the water. (Narration supplied by tape)
48 slides.
American Red Cross

NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS, INC.
Public Information Department
79 Madison Avenue
New York, New York 10016
Terms: Borrower pays the postage both ways.
Availability: Can fill all requests. Book one month in advance.

RX FOR EYE SAFETY (1965) Slides
This set of slides, in full color, deals with preventing of eye damage and loss of sight with safety eyeglasses, first-aid procedures, and other proven sight conservation measures. The slides cover safety lenses, safety frames, sunglasses, contact lenses, and common household hazards to vision. A script accompanies the slides.
37 slides.
National Society for the Prevention of Blindness, Inc.

TRAVELERS INSURANCE COMPANIES, THE
Film Library
One Tower Square
Hartford, Connecticut 06115
Terms: Borrower pays the return postage.
Availability: Can fill about 75% of all requests. Book four weeks in advance.

HOME IS WHERE THE HURT IS (1964) Sound
This filmstrip, in full color, shows that almost forty per cent of all accidents occur in the home. It tells the story of a young housewife, who has a series of near misses in the home--without being aware

that she and her children are in danger. The filmstrip was designed for showing to women's groups. (Narration supplied by disc.).
110 frames. Running time 16 minutes.
Travelers Insurance Companies, The

SHELL FILM LIBRARY
450 North Meridian Street
Indianapolis, Indiana 46204
Borrower pays the return postage. Can fill all requests. Book four weeks in advance. Would prefer booking in advance for the entire school year.

DRIVER EDUCATION

*PERCEPTION OF DRIVING HAZARDS (1971) Silent

This filmstrip, in full color, is an entirely new program for use in driver education and driver improvement activities. It replaces the original series of filmstrips on perception of driving hazards. While intended primarily for driver education courses, the concept has demonstrated value in use with adult groups types including professional people as well as chronic violators of limited education. The new filmstrip provides a representative sample of hazardous scenes derived through a year's work in research and development. A guidebook accompanies the filmstrip. (The filmstrip and guidebook may be retained permanently.)
48 frames.
Shell Oil Company